

Set Goals

Theme and Level

Theme: Set Goals

Level: Getting Started

At a Glance

Students learn how to set career, academic, and personal goals.

Time: 50 minutes.

Essential Questions

- What are my goals?

Preparation

- Secure computer lab with overhead projector enabled and CIS access
- Make copies of the *Set Goals Worksheet*, one per student
- Copies of either: 1) earlier worksheets completed for Research Options and Evaluate Options or 2) reflections in Career Plan for Researching My Options and Evaluating My Options.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn how to set good personal, academic, and career goals.
2. Show PPT Slide 2. Ask students, "What is a goal?" Give students ample chances to answer then share the second half of the slide, the answer: The result or achievement toward which you direct effort; aim; end.
3. Ask for a show of hands of those students who have set goals. Then of those, ask for those who achieved the goals they set to keep their hands raised. From among these, ask how setting goals helped them achieve goals.
4. Show PPT Slide 3. Share Bo Bennett and Clyde Drexler quotes. Tell students that these individuals achieved their dreams because they had goals.
5. Ask students if they know others who set and achieved goals. Allow students to share these stories.
6. Show PPT Slide 4. Distribute the worksheet. Discuss SMART goals using the worksheet to review the acronym.
7. Review the instructions for all steps. Show students how to set a sample goal. Provide 20 minutes for students to complete the worksheet.
8. Ask for student volunteers to share the goals they wrote. Have classmates provide encouraging and supportive feedback related to these goals.
9. Show PPT Slide 5. Ask students to transfer the answers they wrote in the worksheet's boxes to their CIS portfolios, in the Getting Started: Set Goals section.

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
- Process student learning in pairs or in small groups rather than with the full class.
- Write goals on the wall as a reminder for the semester.
- Share goals with other staff and counselors.

Assessment

Use the *Set Goals Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Set Goals section of Career Plan. Complete the following boxes: What are your personal goals?, What are your academic goals?, What are your career goals? and **What are your plans for enrichment and improvement this year?**

Materials

Computer lab with overhead projector and CIS access

[Set Goals \(PPTX\)](#)

[Set Goals Scoring Guide \(PDF\)](#)

[Set Goals Scoring Guide \(DOCX\)](#)

[Set Goals \(PDF\)](#)

[Set Goals \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

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National Career Development Guidelines

- GOAL PS3 Integrate growth and change into your career development.
- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL CM2 Use a process of decision-making as one component of career development.

American School Counselor Association

- Personal-Social, Academic Development, Career Development

Bloom's Taxonomy: Understanding, Analyzing, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Apply Self-Motivation and Self-Direction to Learning
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate Ability to Work Independently
- Demonstrate Ability to Delay Immediate Gratification for Long-Term Rewards
- Demonstrate Perseverance to Achieve Long- and Short-Term Goals

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary